

## **P-16 ARTICULATION AGREEMENT**

**Agenda Item F  
February 4, 2001**

---

Articulation agreements between secondary and postsecondary institutions and between two- and four-year institutions help students make smoother transitions from one education level to the next and from school to the workplace. The attached statement establishes a framework for future articulation agreements between schools and postsecondary institutions. The chief academic officers of the public postsecondary institutions have reviewed the statement and offered suggestions.

This articulation agreement was endorsed by the P-16 Council, has been approved by the Kentucky Board of Education, and will be considered by the Council on Postsecondary Education at its February 5 meeting.

Staff Preparation by Dianne M. Bazell

# **POSITION STATEMENT ON ARTICULATION AGREEMENT PROCESS AND PROCEDURE**

## **Introduction:**

Current trends in educational requirements for jobs indicate that 70% of the jobs in the future will require some level of postsecondary education. Therefore, Kentucky must provide increased opportunities for more students to make successful transitions to postsecondary education. All levels of education must collaborate and cooperate in developing articulation agreements that create clear pathways for students to successfully complete transition to the next level without delays, duplication of courses or loss of credit. Articulation builds upon knowledge and skills; bridges the gap between various educational systems; provides maximum utilization of finances, equipment, and personnel; and allows students to exchange credits across educational systems without duplication, without penalty, and without wasting valuable resources. School-to-Work and Tech Prep models across the country and existing articulation agreements between high schools, area technology centers, regional universities and the Kentucky Community and Technical College System within Kentucky demonstrate that articulation agreements can be effectively developed and implemented; however, relatively few students are benefiting from the articulation agreements because of lack of knowledge of the agreements or barriers at the school level.

## **Statement of Intent:**

The Council on Postsecondary Education and the Kentucky Board of Education created the P-16 Council in 1999 to focus on improving opportunities for students to enter postsecondary education and successfully complete a postsecondary program. One of the specific responsibilities of the Council is to promote programs that provide maximum flexibility for students transitioning from high school to postsecondary education. Therefore, the P-16 Council has adopted the following position statement on secondary/postsecondary articulation:

*It is the intent of the P-16 council that all Kentucky schools, colleges, and universities cooperate and collaborate on the implementation of articulation of educational programs.*

## **Definition:**

1. Articulation – a process for coordinating the linking of two or more educational systems to help students make a smooth transition from secondary to postsecondary education and among postsecondary schools without experiencing delays, duplication of courses or loss of credit.

2. **Skill Standards** - what a student must know and be able to do in order to be

prepared to enter the workforce in specific occupational areas.

3. **Vendor-based certifications** - skill specific certifications that are developed by individual companies or organizations that measure technical competency.

### **Mission:**

The P-16 Council was created to focus on issues relating to the improvement of opportunities for students to transition from secondary to postsecondary education. The Council strongly promotes the development of articulation agreements between and among secondary to postsecondary and postsecondary-to-postsecondary educational institutions within Kentucky.

### **Principles:**

1. Educational partners participating in articulation agreements recognize and accept the credibility and validity of each educational system as they provide the education and training that students need for a better-qualified work force.
2. Articulation agreements are developed in occupational areas for which the demand for employment is substantial and the knowledge and skills required are begun at the secondary level and completed at the postsecondary level.
3. Where career specific linkages exist from secondary to postsecondary education and among postsecondary institutions, articulation agreements are developed to align curriculum and award credit.
4. Administrators and faculty at each education level (secondary and postsecondary) participate in curriculum alignment and development of articulation agreements.
5. When validation of equivalent competencies is necessary in determining acceptance of course work from one level to another, the validation process and the participating institutions jointly approve procedures.
6. The Block Credit concept for a specific occupational program or for a general occupational program is essential in the development of systemwide articulation agreements. Block credit means that the reciprocating institution accepts an entire occupational program or a component of an occupational program rather than a traditional course-by-course transfer. There is a financial incentive to students, families, and tax supporters in that students and taxpayers pay for a block of technical training once and a block of general education once.
7. Articulation agreements include a sequence of academic and technical courses that provide a smooth and seamless transition from secondary to postsecondary education that include technical skills, written and oral communication, math, science, interpersonal, and job search skills.
8. All educational institutions providing areas of study in technical subjects including high schools, technical schools, community colleges, private colleges, and universities are to

9. Accreditation concerns of educational partners can be addressed through articulation agreements that recognize the credibility of all institutions entering into said agreements.
10. Students completing the high school level courses of an articulated program may receive postsecondary technical or college credit for that work as long as the basic competency requirements for the equivalent postsecondary course(s) have been met. Validity of transcript or skill standards certifications provides evidence of competence.
11. Upon initiation by the student who has successfully completed requirements for articulation to the next educational level, records will be released to the appropriate educational institution.

## **Articulation Models**

When determining which specific model or combination of models to use to establish agreements, the following sequence of models for articulation between secondary and postsecondary levels of education is recommended:

1. Skill Standards

As Kentucky moves forward with implementing a system of occupational skill standards and assessments, it is recommended that postsecondary institutions recognize those occupational areas that offer skill standards certificates. The Skill standards certificates are to establish competence and to provide a basis for consideration for postsecondary academic credit.

2. Vendor-based Certifications

Any technical skill area that provides national certification such as Computer Systems Technology (MCSE, Cisco, Nortel, etc.) is to be recognized for articulation and consideration for postsecondary academic credit.

3. Course to Course Credit

Course to course or blocks of courses (i.e., one or more secondary course(s) = one postsecondary course) articulation agreements should be developed in those areas of secondary technical education that are directly aligned with postsecondary technical education. When it is determined that students are successfully achieving technical skills at the secondary level that are included in postsecondary programs, articulation and consideration for postsecondary academic credit should be provided.

## **Expectations:**

In order to assist with the implementation of articulation on a statewide level, the P-16 Council supports the development of articulation agreements on a statewide level among the Kentucky Board of Education, Board for Adult and Technical Education, Council on Postsecondary Education, and the Kentucky Community and Technical College System. This should be completed through the work of task forces that utilize the above stated principles and represent education at both the secondary and postsecondary levels. Further, it is the desire of the P-16 Council that all P-16 participating agencies develop specific strategies to implement articulation agreements.

